DOCUMENT RESUME

ED 124 883 CS 002 726

TITLE	Four to Get Ready--Five to Go: Parent Guide for Preschool Children.
INSTITUTION	Waukesha Public Schools, Wis.
PUB DATE	75
NOTE	50p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Auditory Discrimination; Booklists; Kinesthetic Perception; *Language Development; *Parent Child Relationship; *Parent Education; *Perceptual Development; Perceptual Motor Learning; *Preschool Education; *Reading Readiness; Teaching Guides; Television; Vocabulary Development

ABSTRACT

Suggested ways in which parents can prepare their children for academic success before formal schooling begins are listed in this guide. Part 1 contains ideas for language development in the areas of speaking, listening, vocabulary development, and recall. Part 2 contains suggestions for activities that will promote social development and emotional development. Part 3 contains a variety of ideas for developing visual discrimination skills. Activities include ball on a string, finger jumps, bean bag toss, scribble time, and trace a shape. Suggestions for developing the sense of touch, including soap gloves, play dough, and newspaper crush are mentioned in Part 4. Auditory discrimination activities are listed in Part 5, "Developing the Ability to Differentiate between Sounds." Part 6 deals with developing the sense of numbers; Part 7 deals with body parts and movement; Part 8 is a guide to watching television; and Part 9 is a listing of intellectual, social, emotional and physical needs. Part 10 is an annotated list of books about children for parents. (MKM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED124883

FOUR TO GET READY - FIVE TO GO

Parent Guide for Preschool Children

Waukesha School Joint District No. 1, Wisconsin

1975

CS602726

TABLE OF CONTENTS

		Page
Part I	Language Development	1
Part II	Social and Emotional Development	11
Part III	Visual Discrimination	15
Part IV	Developing the Sense of Touch	23
Part V	Differentiating Sounds	27
Part VI	Developing the Sense of Numbers	30
Part VII	Body Parts and Movement	32
Part VIII	Guide to Watching Television	35
Part IX	Developmental Needs	37
Part X	Reference Books Available	38

Foreward

A pa.ent, regardless of his own achievements in life, desires for his child the right to reach the full limits of his capability.

"You are the bows from which your children as living arrows are sent forth," Gibran.

Parents are an integral part of any school program. The school does not operate in isolation, outside the context of the community. Parents and teachers alike want their children to succeed in school. There are many ways in which the home can prepare youngsters before formal schooling begins. It is the purpose of this book to present these opportunities.

Reading Curriculum Committee
Waukesha School District

ACKNOWLEDGMENT

The activities compiled in this publication were formulated from the study of the following educational authorities:

Bangs, Tina E.

Cruickshank, William E.

Hainstock, Elizabeth G.

Kephart, Newell C.

McCarthy, Jeanne M.

Myklebust, Helmer R.

Valett, Robert E.

and -

Activities explored in the Waukesha Kindergarten Curriculum.

Activities found to be worthy in the Burlington, Wisconsin Title I Programs.

Activities employed in other Title I and Title III programs in Wisconsin.

The Wisconsin Department of Public Instruction.

PART I

LANGUAGE

In his preschool years, as well as in his first years in school, the child becomes knowledgeable primarily through listening. He learns the meaning of words and is able to communicate with others. With continued listening experiences he makes use of this system to develop concepts of everyday living, to influence those persons around him, and finally become prepared for formal education.

Inability to use oral language is a deterrent to academic success.

You can teach your child many language skills without using any special equipment. The activities included are meant to be fun. You will find that your awareness of language throughout the day will help you to help your child.

The time a parent spends with any child is invaluable. Talking with the child and listening to the child will express more love and attention than any number of gifts given. This will also give the child a sense of ease in using his language.

ACTIVITIES FOR SPEAKING

1. Talk to your child! Really talk to him! Do not use "baby" talk!

   About. . . . . things you did or will do
   how to make something
   what he did that day
   "Did you have a happy day?"
   "What made you happy?"
   "Did you play with your best friend?"
   "What did you do?"

2. Puppets can talk too.

   Make a simple stocking puppet or buy inexpensive ones. Paper bags make good puppets too. It's fun to pretend the puppets are talking to each other or to you.

3. Mock telephone conversation.

   Change roles! "Hello, Mother? This is Susan. Did you work in the garden today? What did you do? What tools did you use? Are you making cookies for supper?"

4. Story time.

   Have your child "read" a well known story to you. Especially a story with a repetitive theme line. This is good for his memory also.

   First efforts are always difficult. Help him along. Don't take over.

5. Play "let's imagine" games.

   This is a magic button! What if this button could take you anywhere? Where would you want to go? How would you like to travel there? What would you do?

6. "Why, Daddy?"

   Do you answer when your child asks, "Why"? Try to. He isn't always seeking information. He may just want a little conversation. Help him along with these first attempts.

7. Words are fun.

   Some words are fun to think of and say. . . like pop, swish, shirr, choo, toot. Ask your child to say them with you.

8. Speaking in sentences.

Some children speak in one or two word spurts. They need to learn to speak in sentences. Begin with an identifying sentence, "This is a _____."

Have him name everyday objects. He must say, "This is a _____." Another good beginning is, "I want a _____."

Then you can teach him to negate. "Is this a cookie? Yes, this is a cookie."

Teaching opposites: "Is this shade up? No, the shade is not up. The shade is down."

Set the sentence pattern for the child. Have him repeat what you say. Keep the sentences short. It won't be perfect the first times.

Build sentences using action pictures. You might use a picture of a woman shopping. Let the child look at it. You might hear from the child, "Mommy shopping." You say, "That's right! Where is she shopping?" "Store." "That's right, at the store." "Mommy is shopping at the store. You say it."

9. Reading aloud.

An activity which is extremely important, from the very first, is reading aloud to the child. It is a pleasant social experience for all; developing sound patterns and ideas.

Choose books with big pictures and few words. Ask your librarian for help. There are many beautiful old and new children's books that will delight your child and you.

Ask questions while you read to see if your child understands. Don't be afraid to substitute simpler words.

"Goldilocks knocked on the door. Show me what Goldilocks did. Good! She knocked on the door."

"Go on," said the Troll. "I'll wait for your big brother!" "Did the Troll eat this goat? Why not? Yes! He's waiting for the bigger goat."

10. Nursery Rhymes.

Telling and retelling of nursery rhymes make a real contribution to a child's development. Mother Goose has become a

part of our literary heritage. He hears the words that sound alike in the rhyme. He may also be able to repeat some simple ones. This will train his memory.

After he becomes familiar with the rhyme, try:

Hickory, Dickory, Dock
The mouse ran up the _____.

Yes, clock and Dock rhyme.

ACTIVITIES FOR LISTENING

Help your child understand what he hears. Train him to listen.

1. Train him to listen and understand...

   when you go for a walk.
   when you work in the kitchen.
   when you read him a bedtime story.

   On the way to the grocery store you might say...

   "Listen! Did you hear that? What was it?"

   the wind sighing?
   an airplane roaring?
   a car swooshing on a wet street?
   a bee buzzing?
   a dog barking?
   a bird singing?

   In your kitchen you might say...

   "Close your eyes. Guess what I'm doing?"

   opening the refrigerator? CLICK
   mixing a cake? WHIRR
   taking out a pan? BANG
   turning on water? SWISH
   cutting up a carrot? CLICK
   grinding up nuts? CRUNCH

2. How often do you listen?
   Help your child identify what he hears!

   What do we mean by: quiet, noisy, bell sounds, falling sound, shaking sounds, musical sounds...?

3. An old laundry bag will hold lots of fun noisemakers. You might dump them all out. Have your child turn his back while you make a sound with one, put it back in the pile where he must find it. Then you turn around. If you have several children, they will entertain each other.

4. Film canisters from any camera center make a good LISTENING GAME. Fill them with anything small... sugar, a pin, a piece of cotton, a crayon, a rock, a button, rice, flour. Put the cover on the canisters. Mix them up. Shake well. Ask...

   "What do you think is inside?"
   "How do you know you're right?"
   "Should we look?"

   Make two identical sets and have the child match the cans that sound alike.

5. Records.

   Borrow or buy records to which your child may listen. Walt Disney listening records include pictures of the story that will help develop listening.

ACTIVITIES TO DEVELOP MEANING OF WORDS -- VOCABULARY

1. Trips.

   Parents can provide learning experiences by making use of opportunities to awaken the child to new and varied environments. These opportunities can occur by chance or deliberately. An example of an unplanned opportunity would be taking the child along on an errand - the drug-store, post office, super market, lumber yard. Talk about what you see. Ask the child to respond. More deliberate or planned opportunities would be trips to a farm, the zoo, a construction project. All experiences enrich the child's experience and develop his vocabulary.

2. Exploring new words.

   What is a cavity? It's a hole in your tooth. Look. Let's make a hole in this apple. We've made a cavity in the apple. Let's see what happens to it by tomorrow. You have a hole - a cavity - in your tooth. Let's let the dentist fix your cavity.

3. Position of objects.

   Children often confuse these concepts: on, over, under, above, below, off, first, middle, last, in, out.

   Demonstrate what you mean - then have him do it.

   "I'm putting the plate on the table."
   "You put the plate on the table."
   "Good! What did you do?"

4. Follow directions.

   Make it a game - not commands. Give one-step directions at first.

   "Sit on the red chair."
   "Get your blue dress."
   "Put your stockings in the top drawer."

   Later try two directions in the same command.

   "Take the book from the table and put it on the desk."
   "Close the door and come and sit on my lap."

5. Teach categories.

   "Luke is a dog. A dog is an animal. Is Luke an animal?"

Teach animals, fruits, vegetables, furniture, clothing, toys, tools.

"Let's name all the fruits we saw at the grocery store."
all the animals we saw at the farm."
all the furniture in the living room."
all the clothes you wear outside."

6. Teach cause and effect.

"Look at the rain. Susan doesn't have an umbrella to get home from school. What do you think she'll look like when she comes in the door? Why?"

Use real situations, make believe ones, pictured ones. Make your child aware of before - after relationships.

7. Teach opposites.

Act them out. "I open the door. You shut it. Open and shut - are opposites."

Always do opposites. They take time and effort to teach.

up - down
pull - push
tall - short
big - little
high - low
top - bottom

8. Silly sentences are fun! Teach logic.

"Wonderful!" I heard a teacher say, "You just won the solid concrete bicycle."

The child just looked at her. He had missed the humor in the sentence. Play the silly sentence game with your child.

"Look at Duke swim through the grass! Isn't he swimming? Oh, no. You're right - he's running!"

9. Teach simple analogies.

"Look at that bird. How does he move? Yes! He flies. Do we fly? No. We have to walk. Birds fly; people_____. Yes, walk!"

"Feel Duke; what soft fur he has. Feel me. Do I have fur?
Do you? No. We have skin. Dogs have fur; people have_____.

This is very difficult for children to learn. Don't get discouraged.

10. Teach riddles.

"Busy bee, busy bee,
I see something
You don't see, and it's
green...
and smooth...
and pointed.
It's growing...under your feet!"

A child has to put the clues together. This is thinking.

"Guess what I have for you?
It's not an animal -
It's food.
What kind of food do you think?"

ACTIVITIES IN REMEMBERING WHAT IS HEARD

1. Play the Round - Robin Game.

   "I went to the store and I saw a banana and an orange.
   You say what I did, and say one more thing. Keep adding."

2. Any rote counting or a long sentence is auditory sequential memory.

   "Can you say, 'The dog ran'?"
   "Can you say, 'The dog ran up the hill'?"
   "Can you say, 'The dog ran up the hill after the boy'?"

3. Play Indian Drummer.

   Tap the top of your oatmeal box.
   "You're the Chief."
   Your Indian Brave should tap back just what you did.
   Begin with tap-tap.
   Then three or four taps. You help him by counting.
   Then try, tap-tap, or tap pause tap.
   Keep it very simple at first.

4. Help your child's general memory as well.

   "Do you remember what we had for lunch?"
   "Start with the things that happened today, then go back to yesterday's happenings."

5. Remembering his telephone number; his address.

6. Memorizing a nursery rhyme.

7. Memorizing a song.

PART II

SOCIAL DEVELOPMENT

Social development involves learning how to work and relate to others. Parents are the first models for a child's indentification. Your child will probably assume many of your values.

ACTIVITIES

1. Assist your child to learn how to share with others. Look for opportunities:

   "John, here are two cookies. Give one to Jimmy."
   "Give Susie one of your dolls to play with."
   "Take turns playing with the bike."

   Don't forget that "non-material" things can be shared - experiences, stories, love, etc.

2. Provide opportunities for the child to play with others that are about the same age.

3. Provide opportunities for boys to play with girls and vice-versa.

4. Consider the balance between "free-play" and "planned play." At times give the children freedom to play by themselves and at other times provide children with games and toys to play with.

5. Respect for others should be encouraged.

6. Encourage the development of proper manners: Please, thanks, excuse me, etc., are important in social development.

EMOTIONAL DEVELOPMENT

The emotional development of your child involves his learning to cope with his emotions and his impulses. There is usually a normal sequential development of emotional control in the child, but this will depend primarily on how you, as parents, react to your child.

WHAT YOU CAN DO

1. If you have more than one child, try to provide equal time - equal in all areas; attention, praise, communication, play, etc. (Yet remembering that each child is different.)

2. Attempt to be consistent. Both parents should "work together" and react the same toward the child. Think before you give an answer to the child's request. Will I change my mind? Is this the same decision my husband (or wife) would make? How will the child respond to my decision? Do I have an explanation for my decision?

3. Develop some discipline techniques that are consistent. It helps a child to know what to expect. Control your yelling! Explain the disciplinary measures to be taken when undesirable behavior continues - follow through. Don't make only one parent the disciplinarian. (Wait until Daddy gets home, he will give you a spanking for that.)

4. Don't make threats that are impossible to enforce.

   Wrong: "If you do that again, you will not leave this house for a year."

   Right: "If you do that again, you won't get any candy after lunch."

5. Try not to make demands that are impossible to perform. "Can a child do what you are asking him to do?"

6. Explain new and unique situations to a child before he encounters them. (It helps a child to know what to expect. That first experience with church, zoo, party, funeral, etc., can be traumatic if the child is totally unaware of what is happening.)

7. Watch for times when a child needs rest or a "quiet time."

8. Good nutrition is important in a child's emotional development.

9. Provide praise and rewards when they are earned.

10. Be cautious of a child's ability to manipulate parents and others. Children have a tendency to "work" one person against the other. "Daddy, may I go outside to play?" (Mommy has already said "no.")

11. Be decisive; make decisions.

    Child: "Mommy, may I go outside?"
    Mom: "I don't know, ask daddy."
    Child: "Daddy, may I go outside?"
    Dad: "I don't know, ask your mother."

    Now what?

12. Provide model behavior for the child. A child will do what you do more than what you say. "Children are carbon copies of their parents" - ?

13. Fears and phobias are contagious; be careful of projecting your own fears on your child. (Thunder storms, water, accidents, etc.)

14. Provide support and encouragement when a child needs it. (This should be constant, but look for times when it is needed the most, such as "bad day" in school, fight with best friend, made a mistake, unable to finish task, etc.)

15. Avoid constant comparison of one child with another. "Johnny, why can't you behave like your brother?"

16. Look at your own emotions. Children have the ability to detect the slightest change in an adult's emotional composure. Be cautious of times when you are tense or irritable. Try to control what you do when angry. Admit mistakes to your child; seek help if you feel your emotions are having a negative effect on your child. (Don't use your child for a scapegoat for feelings you might have toward something or someone else.)

17. Give your child more than material things. (A typical comment from a parent of a child with severe problems - "What did I do wrong? I bought him a bike, good clothes, good food, and anything else that he wanted." Love, attention, play, togetherness, etc., cannot be bought.)

18. Be sure tc keep promises that are made to children. (Don't make promises that are impossible to keep.)

From an early age children want to be independent, but in this era of continual rushing, parents thwart them by being too eager to do things for them. If you will take the time to teach the child to do things for himself, the rewards will be great for both of you. The parent needs to give the child a chance to be self-reliant and do it with patience and understanding.

If your child has a problem, listen to him. Get his side of the story.

PART III

VISUAL DISCRIMINATION

Visual discrimination activities are designed to develop eye movement and focus, visual comparision for (or shape of object), eye-hand coordination.

1. BALL ON A STRING

Materials: String, 12 inches long or clothes line
Ball, 2 or 3 inches in diameter
Place string through ball

Activity: Have child sit facing you as you swing ball on string.
Ball should be at child's eye level.
Swing ball from left to right slowly.
Progress to up and down and a more complicated movement.
Encourage child not to move his head, just his eyes, as he follows ball.

Variation: Have child lie on his back and suspend ball about 2 feet over him. Swing ball in circles as child continues to observe its pattern.

2. FLOWER ON PENCIL

Materials: Cut a bright flower out of colored paper
Tack a flower to pencil eraser

Activity: Have child sit facing you.
Move flower pencil from left to right, up and down, diagonal, etc.
Child must focus on flower and not move his head.

Variation: Have child play flower pencil for you and let child hold pencil as you move eyes.

3. FINGER JUMPS

Materials: None

Activity: Determine a name for each finger of the hand.
Suggested are: thumb, pointer, middle man, ring finger, pinkie.

Have the child close one hand in a tight fist.
When you call the name of a particular finger,
he must extend that digit.
His eyes should be on the extended digit at all times.

Variation: Use both hands and call for the same finger on each hand. Have child point to your hand when you call for a digit.

4. FINGER PUPPET

Materials: You need 2 of any small objects that will fit on the end of a child's forefinger.
Suggestions: small bottle lids, stamps (moisten and place on nail side of hand), thimbles, band aids, or finger puppets.

Activity: Have child hold his forefingers up 12 inches in front of him.
Have child look from finger left to finger right on your call.
Watch for quick direct eye movement.

Variation: Add auditory effect by tapping the finger for child.
Draw a small face on each of the child's forefingers rather than using above mentioned materials.

5. HANDS, TOES, FACE

Materials: None

Activity: Sit in a circle with 3 or more players.
Participants sit with legs outstretched, hands resting on knees.
Game leader calls for body parts, hand, toes, and participants must look at their own hands and toes.
When leader calls for face he must say whose face and all participants look to that person.

Variation: The larger the group the merrier.

6. WINDOW WATCH

Materials: None

Activity: Stand at window and have child tell you all the things he sees near to the window and then all the things far away from the window. (Before attempting this activity, make sure child understands terms far and near.)

Variation: Play game from car window on a trip. Ask for other variations.
Example: All the green things child can see.
All the animals, etc.

7. SCRIBBLE TIME

Materials: Crayons
Large paper (cut 1 side of a grocery bag or a dry cleaners bag)
Press out and place on a flat surface

Activity: Have child scribble on paper
Encourage free movement and large sweeping movement.

Variation: Turn the radio or phonograph on and ask the child to scribble in time to music. Select a slow melody first, than a faster one. Display this work of art in your kitchen or the child's room.

8. IN THE AIR

Materials: A feather or a balloon

Activity: Ask child to keep object in the air by batting it with his hands.

Variation: Play with a larger group and see who can keep it up the longest.

9. CLOTHES PIN DROP

Materials: Coffee can - (large-mouth bottles)
Clothes pins

Activity: Have child stand in normal standing position and try to drop clothes pins into can.
Clothes pins should be held at waist height.

Variation: Progress to using large-mouth bottles for increased difficulty.

10. BEAN BAG TOSS

Materials: Bean bags
Toothpicks
Coffee cans or large-size ice cream containers

Activity: Place container 4 or 5 feet from child.
Child tosses bag into it.
Everytime child makes a point he should take a

This will help him to understand quantity.

Variation: Numbers could be placed on the cans so child could begin to recognize them.

11. SILVERWARE SORT AND ODDS AND ENDS SORT

Materials: Silverware
Other odds and ends
Egg cartons

Activity: Ask child to sort silverware for you.
All forks together and so on.

Variation: Have child sort the following: Thread spools by color or size or amount of holes; stationery supplies (pins, tacks, clips); small scraps of material.
Use egg cartons as sorting trays. Boys might enjoy sorting screws, nuts, bolts, nails, by size or shape.

12. PAINT STORE CHIPS

Materials: Sample papers of colors available from paint store (Try to get 2 of each shade)

Activity: Cut the sample chips apart from each other and have child sort the colors in an egg carton tray. If you get 2 of each color, it will enhance the discrimination.

13. MACARONI OR BEAN MATCH

Materials: Buy several different kinds of macaroni (elbow, shell, bows, etc.) or dried beans (red, lima, pea, etc.)
Egg shell carton
Strips of paper

Activity: Make a pattern with the uncooked macaroni going from left to right.
Example: 2 bows, 1 elbow 2 bows, 1 elbow, 2 bows, 1 shell, etc.
Have child repeat pattern exactly using remaining macaroni.
Use same process with beans only have added stimulus of different colors.

Variation: Draw a series of patterns on strips of paper so child can play game even when you don't have time to place macaroni in a pattern. He can follow the drawn patterns which should be stored in the box along with the macaroni.

14. TRACE A SHAPE

Materials: Cardboard
Scissors
Pencil
Paper

Activity: Cut out basic shapes from cardboard.
Example: Squares, circles, triangles.
Keep cut out portion for variations.
Let child trace around shape with pencil on paper.

Variation: Use other media besides pencil - pen, crayon, chalk, keep expanding. Let child use cardboard shapes to feel and see if he can place shape in respective cut out. Have child trace around shape with pencil on paper.

15. NEWSPAPER MATCH

Materials: Newspaper headlines
Cut out headlines from paper (Use one particular paper only to avoid type differences)

Activity: Cut some of the headlines completely apart, letter by letter.
Ask child to place the letters from letter pile on top of matching letters in the headline.

Variation: Discuss names and shapes of letters.

16. SHAPES LOTTO

Materials: Draw squares, circles, triangles on small recipe cards
Block, pie tin, and triangle shaped box or drawing

Activity: Have child place picture of shapes next to their respective corresponding shape.
(Squares by the block, circles by pie tin, and triangles by drawing).

Variation: Introduce more difficult shapes.

17. TOOTHPICK TIME

Materials: Wooden toothpick
Dark colored paper or surface

Activity: Using dark colored background to help distinguish shapes, place toothpick in 2 basic patterns - square and triangle.
Ask child to reproduce the same.

Variation: Make alphabet letters out of toothpicks.

18. GROCERY SHOPPING

Materials: Bag of groceries or selection of canned goods

Activity: Have child sort canned goods in bag or on counter by color of picture on can or size of can.

Variation: Let child play store with canned goods and ask him for product you want by describing its color and size of can.

19. GROCERY TICKET

Materials: Return slips from shopping paper
Paper
Pen

Activity: Make a large numeral on a piece of square paper.
Have child look at it and trace his forefinger over it.
Review name of number with child.
Have child look for that number on the receipts and circle it each time he comes to it.

20. MAGAZINE FUN

Materials: Old magazines

Activity: Cut out clever pictures from old magazines and have child describe in detail what he sees. Make up stories about the pictures and have child finish the story.
Then cut pictures into large slice-like pieces and have child put picture together like a puzzle.
Keep different pictures in separate envelopes.

Variation: Locate 2 magazines of the same kind and month.
Choose several bright pages and cut up the one magazine picture like a puzzle. Use the other magazine picture for a copy or model.

21. TINKERBELLE

Materials: Flash light
Dark room

Activity: Shine flash light quickly and randomly around room. Child should be able to find flash quickly, develop a rapid eye movement.

Variation: Let child move the flash light around for you and join in the fun.

22. DEVELOP THE SENSE OF SIGHT

Begin with shape and color - the two most important qualities of an object. (TEACH ONE COLOR AT A TIME.)

"This block is red, John say it."
"This block is red. Good!"
"Now can you find a red block?"
"Now can you find your red shirt?"
"This is a red fire engine."

When he knows one color very well, go on to another.

23. TEACH SHAPE

Teach shape in the same way - ONE AT A TIME.

"This is shaped like a round circle, John."
"The tire is shaped like a circle."
"Your pancake is a perfect circle."

Then move on to another shape.

24. "CLOSING" PICTURES

You can teach him to "close" visually as well.

If you have a slide projector, show a fuzzy slide. Gradually clear it up. See how long it takes your child to identify it. You can make your own slides of simple objects and pictures.

Or, draw a line on the blackboard. Keep adding lines until the child can identify the picture.

Or, connect dots (if child is old enough he can do this himself).

Some coloring books have objects or figures hidden in the background of a picture. These are also good.

25. FREE DRAWING

Provide a large chalkboard. The child can draw lines, circles, designs, pictures, or even copy letters.

If a chalkboard is not possible, large newsprint is inexpensive. This is the paper newspaper is printed on. This can be put on the floor. This type of activity is better than the dime store coloring book. Both have their place, but give the youngster a chance to do his own drawing.

OTHER ACTIVITIES USEFUL IN DEVELOPING VISUAL SKILLS

1. Ball catching and throwing (always start with large ball and work to handling a small size ball).
2. Bead stringing. String beads and bead patterns from left t right.
3. Shoelace tying. Start with 2 narrow long rags each of a different color and each tied to something at one end. Child should try to tie large bow with rags first.
4. Pick-Up Sticks
5. Sewing Cards
6. Nail Pounding
7. Commercial Puzzles
8. Dart Games
9. Let child help you while you cook; discuss measurements, pouring, stirring, and so on.
10. Construction Toys
11. Colored cellophane. Let your child view the world through various colors and shades. Promotes discrimination and awareness.

PART IV

DEVELOPING THE SENSE OF TOUCH

1. SHAPE BOX

Materials: Large hat-sized box with a hole cut in one side the size of a child's hand.

Activity: Place several familiar objects in the box and have child reach in and, without pulling it out, feel it carefully and identify it.

2. SCRAPS OF MATERIALS

Materials: Scraps of different cloth
Sand paper and sponge

Activity: Have child feel and compare similar pieces of cloth and textures.
After he is fairly familiar with the objects, divide each piece of material in half and place half in a box.
Have child hold one piece in his hand and then reach into box and feel for the other half using sense of touch only.

Variation: Mount scraps of material on uniform pieces of paper to make them easier to handle.

3. SOAP GLOVES

Materials: Small dishpan
Ivory soap

Activity: Take Ivory soap bar and break it in half.
Cut half in chunks and slices and place in small dishpan of water.
Let child play with the floating slices for a while.
Then have child remove all slices and place remaining half of soap in a pan.
Have child make hands very soapy and make "gloves" of the soap suds for each hand. Then with water in pan, child should wash each finger one by one as if removing gloves.

4. PAINTING

Materials: Salt
Paint
Paper

Activity: Use large brushes and work to smaller size.
To help create a feeling for a left and right side, when finger painting, draw a line down the middle of the paper and place a tablespoon or two of salt on the left side of the paper and none on the right.
Child should put respective hand on each side and move hands together.
This will encourage a feeling of laterality or one-sidedness.

5. DRAWING BOX

Materials: Paint the bottom of a dress size box a dark color or line the bottom with a dark colored paper. Then fill box with about half an inch of salt, sand, or Malt-o-Meal

Activity: Use this box for child to practice writing letters and numerals in, rather than on paper. Child will "feel" as he writes and this strengthens his tactile approach.

6. PLAY DOUGH

Materials: 1 cup flour
1 cup salt
5 tablespoons water

Activity: Mix flour and salt together in medium size bowl.
Add water until pie dough consistency. You may need more water than suggested but use sparingly.
Mix ingredients into a ball and work with kneading, pounding, shaping.
Use play dough to form letters, make objects.
Develops dexterity.
Store play dough in tightly sealed jar - refrigerate over night.

7. NEWSPAPER CRUSH

Materials: Large single sheets of newspaper

Activity: Have child sit at a table. Place one large sheet of newspaper in front of him.
Ask child to pick up the paper in one hand and crush it into the smallest ball he can.
Child must hold hand out in the air and work for proficiency in not touching it with other hand, objects or parts of the body.

Variation: After a degree of competency is developed, try a heavier form of paper.

8. SCISSOR USE

Materials: Child's scissors
Small scraps of paper, newspaper, tissue, sandpaper, thin cloth (cheesecloth is good)

Activity: When child is first beginning to use a scissor, let him try to cut on all types of media. As he progresses draw heavy lines on this media to see if he can follow the lines.

Coupons
Mail-Ins

Variation: If a child has difficulty cutting along a line, tape a piece of paper between two strips of card-board. The card-board strips will guide the child to cutting the paper in a straight line. Then take a basic shape coloring book and make the lines darker with a magic marker. Have child cut out the shapes and try to stay on the line. If difficulty persists in straight line cutting, have child cut up want ad sections of the newspaper which is divided by line, or use long ruled paper.

9. FIND OBJECTS IN THE HOUSE WITH DIFFERENT TEXTURES

Find something: rough
smooth
hard
soft

Children confuse these terms, especially soft and smooth. Teach him one at a time.

10. TAKE A FEELING WALK
"how does a leaf feel?"
"How does a tree trunk feel?"

11. CREATE SEVERAL "TOUCHING BAGS" FOR PLAYING GAMES

Put in one bag items he will enjoy touching for texture. Include such things as sandpaper, velvet, cotton, satin, ribbon, a long spike.

In another bag put objects he will enjoy identifying by shapes such as a plastic spoon, a ball, a block, a small doll or truck.

Plan another with different shaped plastic animals.

Another could contain different shaped boats, cars, airplanes, of different sizes.

Plan another touching bag with objects to match these directions:

"Take something square out."
"Something round."
"Something soft and round."
"Something smooth and long."

You are teaching vocabulary too, aren't you.

PART V

DEVELOPING THE ABILITY TO DIFFERENTIATE BETWEEN SOUNDS

1. SOUNDS AROUND THE HOUSE

Activity: During the day, especially in a quiet period after a nap, children should be encouraged to listen to the different sounds around the house. Examples: Tea kettle, a door squeaking, the tick of a clock, water dripping, etc.

Variation: Discuss which sounds are softer, which are louder. Listen for sounds when you take a walk and at any other opportunity.
For example: when you are waiting in a doctor's office for an appointment.

2. CLAP A PATTERN

Materials: None

Activity: Ask the child to close his eyes and listen to you clap several times.
Have the child repeat what he heard you clap.
Begin with basic simple claps.
Example: 3 slow claps progress to combination claps.
Example: 2 fast claps, 3 slow.

Variation: Use a coffee tin with a plastic lid for a drum and beat a pattern on it for your child to repeat. Stamp your feet on the floor several times and ask child to repeat the pattern.

3. DISHES

Materials: Dishes
Pots and pans
Wooden spoons

Activity: When you are doing the dishes or working in the kitchen, hit several glasses or pans with a spoon and show child the different sounds. Then as you work, let him gently hit other objects in the kitchen and listen for their sound differences.

4. FUNNY VOICE TIME

Materials: None

Activity: For a fun activity set a timer and talk with your child in a whisper for 3 minutes or less. He must answer you in a whisper.
Then set the timer again and try a different voice pattern.
Example: slow loud voice, shaky voice, silly voice, etc.
He will be exposed to differing tones and sounds.

5. WHAT IS IT?

Materials: Familiar objects that make a noise
Example: keys, comb, paper, fan, vacuum

Activity: Stand behind a door, bar, or covered table and make sounds with familiar objects.
Ask child to identify the objects, sight unseen.

6. TOY ANIMALS

Materials: Plastic or stuffed animals
Pictures of animals

Activity: Hold animal in front of child.
Identify by name and then make the sound that animal makes.
Have child repeat sound.
Put the animals in a large brown bag.
Child must pull out toy and imitate sound it makes.

7. RHYMES: MOTHER GOOSE AND OTHERS

Materials: Rhymes and poem books

Activity: Teach your child several popular children's rhymes. Sing them as you put him to bed, as he bathes, or while taking a walk.
When he is fairly familiar with the rhyme, leave out an important word and see if he can remember the correct word.

8. Musical instruments are an excellent source for teaching discrimination. If any are available, make the highest tone, and the lowest on the instrument. Let the child also try. Discuss the sounds and their differences.

9. If a tape recorder is available, let the child record his name and perhaps an informal conversation. Also record various familiar sounds around the home and see if he can identify them.

10. Other activities that help to develop auditory discrimination:

    a. Talking to parents over the telephone.

    b. The circle game "telephone." -where someone whispers a message and it is passed on around the circle.

    c.. Listening to phonograph records.

    d. Making tin can telephones or ear horns to listen to other sounds.

    e. Commercial games involving buzzer boards, bells of different pitches, rhythm instruments, etc.

PART VI

DEVELOPING THE SENSE OF NUMBERS

Activities for Number Concepts

Most children at the pre-school age are not ready for learning "arithmetic," but many activities can be initiated by you to prepare your child for formal learning. Many of the addition, subtraction, etc., skills require some basic concepts. The following are some suggestions that you might consider:

1. Encourage the child to use his fingers while counting, or in simple addition. Fingers are of prime importance in learning the number concepts. Encourage the child to show his age by a number of fingers.

2. Encourage the child to count by rote memory; whenever possible do this with rhymes or songs.

3. Ask frequent questions that are number "related" - How old is he? How many buttons are on that shirt? How many glasses of milk? etc.

4. Encourage one-to-one matching. Example: using four cups and four saucers from a toy tea set - ask the child to match them; or using four cups and three saucers and pointing out that there is an extra cup. (Can also be accomplished with other objects or colors.)

5. Watch for opportunities in games to use number concepts; a bowling type game - how many pins were knocked down and how many are left standing.

6. Use fractional concepts; a small piece of pie; one-half of an apple; a part of a candy bar; more than half; most of the cake; I will cut your toast in half; I will cut your sandwhich in quarters; then you will have four pieces.

7. Don't be discouraged when a child misses numbers when he is counting. Example: one, two, three, six, seven, etc.

8. Playing cards offer a child an opportunity to recognize numbers (sets) and to promote one-to-one relationships. Example: war, rummy, etc.

9. While preparing dinner, allow the child to help set the table. Have him count out the number of spoons, forks, etc.

10. The child can also help to divide food evenly.

11. When the child asks for candy or cookies, encourage him to count out a specific number of them (or you count for him).

12. Counting and stringing beads may aid in eye-hand coordination as well as number concepts.

13. When shopping, ask the child to get you a specific number of articles.

14. The value of money may also be taught; such as how many pennies he has earned. (Play money is always a good "toy").

15. When on a trip, have the child count the number of busses or trucks that he sees. (He may also want to count all of the white or red cars).

16. Differentiate between the number of body parts on self, others, and animals. (How many ears do you have? How many legs does a dog have? etc.)

17. Differentiate between sizes. When comparing objects, have them explain which is larger or smaller; longer or shorter; more than or less than; etc.

18. Have him recognize numbers of specific channels on TV dial.

19. When on a trip, he could recognize numbers on road sign. A game could be devised whereby the child would look for car license numbers beginning with a specific number.

20. With a partially filled six-pack of soda or other beverage, have a child tell you how many bottles are needed to fill it up.

21. Count fingers on hand - make up finger games. Toes could also be used.

PART VII

BODY PARTS AND MOVEMENT

1. IDENTIFY BODY PARTS

Materials: None

Activity: Throughout the day mention body parts.
Point out a part of the body, identify it and have the child touch it.
Play games like Simple Simon and Looby-Loo and incorporate body parts.
Do not overlook parts such as wrists, chin, ankle, elbow.
Do not expect the child to become proficient in knowing all body parts.

2. BODY MOVEMENT

Materials: Records, if desired

Activity: Encourage all large body movements.
Demonstrate swaying, dancing, hopping, butterflies, etc.
Promote a daily brief exercise time (before breakfast) and stretch, bend, and jump.

Variation: Use an old mattress in the basement or children's room for their attempts at somersaults, sit ups, etc.

3. CURB AND LINE WALKING

Materials: None

Activity: Find a spot of curbing on a deserted part of a street or very quiet area where child can walk and balance on a curb. This would have the same effect as the balance beam used so frequently in shcools. Place masking tape lines on floor in child's bedroom and have him walk along this as if balancing on a tightrope.

4. RIGHT HAND - LEFT HAND

Activity: Place small 2 inch strip of tape on child's hand and corresponding foot.
Leave other side free.
Identify sides to child as left and right.

Ask child to raise his left hand or right hand and left foot.
Call for directions using terms "left" and "right".
Tape on one side will help child remember until he learns his side.
Always put tape up on same side when playing game.

5. TIN CAN BALANCE

Materials: Large coffee cans (2)

Activity: Place rope through holes drilled in side of can to make a handle.
Child puts foot on top of each can then holds rope handle in each hand and walks normally.
Rope length should extend from can and foot to child's wrist level.

Variation: Instead of cans, light weight blocks of wood could be used.

6. WHIFFLE BALL

Materials: Whiffle ball
Rope
Plastic bat

Activity: Tie a whiffle ball to a rope and have one person swing rope around his head bringing ball to child's eye level.
Child tries to hit ball with plastic bat.

7. ANGELS IN THE SNOW

Materials: A beautiful snowy day or a soft rug

Activity: Child lies flat on his back.
Child slides arms up over head an back to side.
Legs slide out and return.
Child works to have arms and legs working together.

Variation: Children stand and use a jumping movement to move feet and arms apart.

8. HELP YOUR CHILD EXPRESS HIMSELF MOTORICALLY

"This is the church
This is the steeple
Open the door
And see all the people."

Can you say the poem without having your fingers twitch?

Finger poems are good for a child's coordination. They also show him he can express himself through motion.

"Here's a ball (shapes and sizes with hands and arms)
and - Here's a ball
and - Here's a great big ball.
Shall we count them? Are you ready?
One, two, three."

Many finger poems will teach counting.

Do you have a full length mirror hung at your child's level?

"What's in a mirror? HE IS!"

"What kind of faces can you make?
Can you look frightened? Happy? Surprised?
Excited?
How do you look with one hand up? Two hands up?
One leg up?
Now look at me! My mirror self does what I do!
Can you do what I do?"

See if your child can follow you doing various arm and leg positions. Try one arm up - one out. Both up. Etc.

If a child points at things he wants, he is expressing himself motorically. You get the message. But is this the best thing for him? Not in this case. He needs to use words with his motions. But we add a great deal to our language if we can express ourselves motorically as well.

9. PLAY [illegible]ARADES WITH YOUR CHILD

"Look at the airplane! Can you be an airplane too?
Where are your wings? Let's hear your motor!"

Make believe is wonderful!

Let him act out story book characters as you read to him.

"Huff and puff, big bad wolf!
Knock on the door with Goldilocks."

Writing is a high level method of expressing ourselves motorically. Children scribble, draw, color, fingerpaint, model clay, paint, and play with mud pies.

They need to do these things.

Some "act out" records are very good.

PART VIII

GUIDE TO WATCHING TELEVISION

Television viewing is rapidly becoming the favorite pastime activity of children. This can be ood and it can be bad. Hopefully, the following hints will be helpful to your child's TV experience.

1. Use TV guides from magazines or newspapers to be selective in the programs your child watches.

2. Many programs emphasize the viewer's participation by asking questions or directing the viewer to do a specific activity. These are good. It is better for the child to be an active viewer than a passive one.

3. Encourage the child not to sit too close to the TV set.

4. Encourage the child to change positions or angles at which he is viewing the set. (But try to stress good posture.)

5. Encourage frequent TV "breaks." It is helpful for the child not only to move around, but also to look around. (Looking out of the window will be helpful.)

6. Don't use the TV set as a "babysitter" (although it does help at times). It should be viewed as a "learning machine" as well as an "enjoyment machine."

7. Whenever possible, participate with your child in the viewing. Use the TV to develop language, perceptual, and other developmental skills; "Do you see that?" "Look at that." "What did he say?" "What did that word mean?" "Why do you think that was so funny?" "Remember when we saw an elephant like that?" Etc.

8. Many programs are designed for the pre-school child. Watch them with him.

9. Some types of programs are better than others just before bedtime.

10. Try to discuss some of the programs with the child after they are over. ("Let's tell Daddy what we saw on TV when he gets home.")

11. Relate objects, situations, etc. that happen to what was seen on TV. "See that dog, it looks just like the one we see on TV. What is his name?" Etc.

12. Avoid letting TV interfere with family meals.

13. Don't let your child become "addicted" to TV. There are other experiences that are important for him to have.

14. Many programs are "too advanced" for young children. Keep your child from viewing beyond his social and emotional level.

PART IX

DEVELOPMENTAL NEEDS

(Wisconsin Department of Public Instruction)

Intellectual

A young child needs many opportunities to:
- communicate
- verbalize
- have many sensory experiences
- experiment and manipulate
- observe and question
- create
- solve problems
- satisfy curiosity
- experience aesthetic satisfaction

Social and Emotional

Each child needs:
- love and affection
- a positive self concept
- independence and dependence
- interaction with others
- worthy models for identification
- support and encouragement
- opportunity for release from tensions
- guidance toward self-control
- a feeling of belonging
- acceptance of his emotions

Physical

Each child needs:
- freedom to move and manipulate his body
- optimum nourishment
- opportunity for vigorous activity
- sufficient rest and sleep
- good health care
- a safe environment

PART X

READING FOR PARENTS . . .

You will find these books, magazines, and pamphlets in the Waukesha Public Library, 321 Wisconsin Avenue. The library is open on weekdays from 9 a.m. to 9 p.m. and on Saturdays from 9 a.m. to 6 p.m. The telephone number is 542-4297.

BOOKS:

Baby and Child Care by Benjamin Spock. Hawthorn, 1968. (649-Sp6bc)

Comprehensive handbook by a physician known for his understanding of the physical and emotional needs of children and their families.

Between Parent and Child by Haim Ginott. Macmillan, 1969. (155.4-G43)

An approach to discipline which combines careful listening to the child's words and behavior with limit setting. Ideas for dealing with specific problems such as TV, bedtime, jealousy.

Character in the Making by Doris P. Mogal. Parents' Magazine, 1972. (155.4-M72)

Explains mental, emotional and physical development of children from six to ten years of age, and suggests ways parents can help the school-age child.

Child Learning Through Child Play by Ira J. Gordon and others. St. Martins, 1972. (372.5-G65)
Learning activities and games which are fun and valuable for two and three year olds.

The Child Under Six by James L. Hymes, Jr. Prentice-Hall, 1963. (649-H99)

A Practical guide to bringing up children--permissive in tone.

Childhood Illness--a Common Sense Approach by Jack Shiller. Stein & Day, 1972. (618.9-Sh6)

Lists children's illnesses, indicating their symptons and suggesting how to deal with them, including when to call a physician.

Children and Books by May Hill Arbuthnot and Zena Sutherland. Scott, 1972. (028.5-Ar laa)

Standard reference on children's literature; helpful to parents who want to guide their children to good reading.

A Child's Mind by Muriel Beadle. Doubleday, 1970. (155.4-B35)

"How children learn during the critical years from birth to age five." Stresses the importance of experience and learning in the pre-school years.

The Complete Book of Children's Play by Ruth E. Hartley and R.M. Goldenson. Rev. Ed. Crowell, 1963. (790-H25)

Hobbies, pets, television and comics, community activities, lists of records, games, and books.

Don't Push Me, I'm No Computer; How Pressures to "Achieve" Harm Pre-School Children by Helen L. Beck. McGraw, 1973. (649-B38)

Clear exposition of how a young child develops in a relaxed, interesting atmosphere that gives him time and space to explore and experiment.

The Emotionally Distrubed Child by Harold D. Love. Thomas, 1970. (618.92-L94)

A guide for parents who have problem children.

Handbook on Learning Disabilities by Robert E. Weber. Prentice-Hall, 1974. (371.92-H19)

A guide from the New Jersey Association for Children with Learning Disabilities of particular interest to parents.

Helping Your Child Improve His Reading by Ruth Strang. Dutton, 1962. (372.4-St8h)

Suggestions for dealing with reading problems, lists of suggested reading, preschool preparation for reading.

How Children Learn by John Holt. Pitman, 1969. (370.15-H74)

The way in which bright and normal young children learn and how parents can encourage and help them.

How to Raise Children at Home in Your Spare Time by Marvin J. Gersh. Fawcett, 1966. (649-G32)

Practical child care and sensible parental attitudes are stressed in this often humorous manual written by a physician.

How to Raise a Human Being; a Parents' Guide to Emotional Health from Infancy Through Adolescense. by Lee Salk and Rita Kramer. Random, 1969. (155.4-Sa3)

The authors describe simply and authoritatively the kind of mothering and stimulation children need in order to realize their full potential.

If Your Child Is Handicapped by William C. Kvaraceus and E. Nelson Hayes. Porter Sargent, 1969. (155.45-K97)

A collection of reports from parents as well as from specialists on the problems of exceptional children.

The Joys and Sorrows of Parenthood by the Group for the Advancement of Psychiatry. Scribner, 1973. (301.42-G918)

A book about the major issues confronting parents. Special concerns of adoptive parents, setp-parents, and single parents are also considered.

Karen by Marie Killilea. Prentice-Hall, 1952. (616.8-K55)

The story of a family's victorious battle against cerebral palsy. The sequal, With Love from Karen, tells the story through Karen's twentieth birthday.

Life Among the Giants by Leontine Young, McGraw, 1966. (155.4-Y8)

Combines knowledge, common sense, and imagination in introducing the child's mind to the adult who has forgotten the child's view and the child's need of privacy, dignity, and understanding.

Living with a Mentally Retarded Child by Beatrice Buckler. Hawthorn, 1971. (155.45-B85)

Practical, well-researched information covering all aspects of daily life, written for parents. Guidelines for home training are explained and educational possibilities reviewed.

Mental Illness by Edith Stern. Harper, 1968. Rev. ed. (616.8-St4ac)

A guide for the family which discusses new and different methods for treating the mentally ill.

Montessori Today by Reginald C. Orem. Putnam, 1971. (371.3-Or14)

A simplified introduction to the Montessori methods. Appendices include lists of organizations and schools.

The New Encyclopedia of Child Care and Guidance edited by Sidonie M. Gruenberg. Doubleday, 1968. (649-Enln)

Articles of varying length on every phase of child growth, development and child guidance.

A New Start for the Child with Reading Problems by Carl H. Delacato. McKay, 1970. (372.4-D37)

A manual for parents with the author's controversial solutions for reading problems.

On "How Do Your Children Grow?" A Dialogue with Parents by Eda J. LeShan. McKay, 1972. (649-L56)

Programs from her television series of the same title on subjects which range from pacifiers to pot.

1, 2, 3, 4, 5, 6; How to Understand and Enjoy the Years That Count by Patricia Coffin. Macmillan, 1972. (155.4-C65)

Text describes child development as a guide for the parent. Excellent photographs.

Parent Effectiveness Training by Thomas Gordon. Wyden, 1970. (155.4-G65)

A "no-lose" and "common sense" program for raising responsible children and settling conflicts between parent and child.

A Parents' Guide to Child Safety by Vincent J. Fontana. Crowell, 1973. (614.8-F73)

Written by a pediatrician, this book alerts parents to the many hazards to the health and safety of children existing in the environment.

Predjudice and Your Child by Kenneth B. Clark. Beacon Press, 1955. (157-C54)

Discussion of the damage that prejudice and segregation do to children and to society. Suggested programs of action for schools, churches, and parents.

Primer for Parents of Preschoolers by Edith G. Neisser. Parents' Magazine, 1972. (155.4-N319)

Overview of children's physical, mental, and emotional development between the ages of three and six, and ways for parents to deal with issues that arise during these years.

Raising a Hyperactive Child by Mark A. Stewart and Sally W. Olds. Harper, 1973. (618.9-St4)

Defines hyperactivity and suggests concrete ways in which parents can deal most constructively with hyperactive children.

Rights of Infants; Early Psychological Needs and Their Satisfaction, by Margaret A. Ribble. 2nd ed. Columbia Univiersity Press, 1965. (649-R35a)

Emotional needs of infants and the part the mother plays in insuring a healthy physical and emotional life for the child.

School Readiness; Behavior Tests Used at the Gesell Institute by Frances L. Ilg and Louise B. Ames. Harper, 1972. (371.26-G33a)

Studies on development and behavior in relationship to learning. A section of explanation for parents and teachers.

The Sense of Wonder by Rachel Carson. Harper, 1965. (500-C23)

Narrative and photographs show how an adult and a child can together discover the world of nature--of earth and sky and sea.

The Shadow Children, a Book about Childrens Learning Disorders

by Careth Ellingson. Topaz Books, 1967. (371.9-EL5)

A primer for parents on the nature of the problems of children with learning disabilities (dyslexia, minimal brain dysfunction, etc.) in layman's language.

The Single Parent Experience by Carole Klein. Walker, 1973. (301.42-K672)

A realistic and carefully researched appraisal of the special problems of child-rearing without a partner.

Somewhere a Child Is Crying: Maltreatment--Causes and Prevention by Vincent J. Fontana. Macmillan, 1973. (364.1-F73s)

Describes the scope of the problem of child abuse and suggests specific ways of coping with it.

Square Pegs, Round Holes; the Learning-Disabled Child in the Classroom and at Home by Harold B. Levy. Little, 1973. (371.92-L57)

Provides a better understanding of the complex problems posed by intelligent children who have difficulty in learning because of biochemical imbalances that affect the brain.

Teaching Montessori in the Home by Elizabeth G. Hainstock. Random, 1968. (371.3-H12)

A first handbook for mothers to introduce the Montessori method of education at home; specific ideas for suggested ages with step-by-step instructions.

A Time to Learn; a Guide for Parents to the New Theories in Early Childhood Education. Dial, 1973. (372.21-In4)

Interesting, up-to-date book about stimulation and cognitive growth; includes treatment of the effects of TV.

Twins and Supertwins by Amram Scheinfeld. Lippincott, 1967. (612.6-Sch2)

Facts about twins: their conception, rearing, relationships to others and to each other.

The Aysiders; a New Approach to Reading and the Dyslexic Reader by R.M.N. Crosby. Delacorte, 1968. (372.4-C88)

Non-technical information about dyslexia. Case histories and disucssion.

What to Do When "There's Nothing to Do" by the Boston Children's Hospital Medical Center and Elizabeth M. Gregg. Delacorte, 1968. (790-B65)

Practical and creative suggestions for activities, games, things to make and to do for children of various ages.

When Children Need Help, by David Melton. Crowell, 1972. (155.45-M49)

An up-to-date handbook of guidance for parents of children who have diagnosed as brain-injured, mentally retarded, cerebral palsied, learning disabled, or slow learning.

Where's Hannah? A Handbook for Parents and Teachers of Children with Learning Disorders. Hart, 1968. (371.9-H25)

Practical hope and help for brain-damaged children, by the mother of such a child and a speech pathologist--a science-and-love system.

Your Child and the First Year of School by Bernard Ryan, Jr. World, 1969. (372-R95)

A guide for the parent who wants his child to enjoy school.

Your Child's Sensory World by Lise Liepmann. Dial, 1973. (370.15-L62)

Explains how understanding the child's sensory patterns can be used to increase capacity to learn and to enjoy life. Includes games for each age group.

Your Nonlearning Child; His World of Upside-down by Bert Kruger Smith. Beacon Press, 1968. (371.9-Sm5)

How to understand the child with learning problems.

MAGAZINES:

American Education. 10 times a year. Published by the U.S. Office of education. Covers preschool to adult education, includes new reasearch and demonstration projects, major education legislation, contemporary problems in education.

Children Today. Bi-monthly. Published by the Office of Child Development. Covers problems of day care centers, adoptions, sensitivity training, play programs, drug use, state and local services for children, health and welfare laws.

Exceptional Children. 8 times a year. Official journal of the Council for Exceptional Children. Articles on planning curriculum, classroom hints, and current developments in all areas. Primarily for the educator, but should be of interest to parents, too.

The PTA Magazine. Monthly, September to June. All aspects of elementary and secondary education are considered in a semi-popular style. For parents and teachers.

Parents' Magazine. Monthly. A woman's consumer-family magazine. Much valuable health, education, personality, and child discipline information, presented in an intelligent and authoritative fashion.

Today's Education. Quarterly. The Journal of the National Education Association. Articles of general interest in education. Parents will find it almost as much of value as the teacher.

Today's Health. Monthly. Published by the American Medical Association. A popular general health magazine which includes articles on nutrition, recreation, and child development and ecology.

PAMPHLETS:

Pamphlets on almost every aspect of childhood and parenthood are arranged by subject in the Pamphlet File.
Some of the publishers are:

Public Affairs Pamphlets.
Science Research Associates (Better Living Booklets).
U.S. Department of Health, Education, and Welfare (Childrens Bureau).
Wisconsin Department of Health and Social Services, Division of Family Services.